

VOCABULARY Technology



In this unit, the topic vocabulary is related to technology.

Remind students to use the *Outlook 1 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 1 Interactive Classroom (IC)* material to present the vocabulary in class or to test your students' familiarity with the vocabulary.

Remind students that there is a full glossary at the back of the Student's Book on pages 135-147.

- 1 Tell students to read the mini-texts, paying attention to the words in colour. You may want to check students' understanding of the words *surgeon* and *surgery*.

- 2 Tell students to find an example of each of the items listed.

ANSWERS

- 1 gaming / playing video games (text A)
- 2 on hard discs (text B)
- 3 water (blocks Wi-Fi signals), old microwaves (interfere with wireless Internet) (text C)

OPTIONAL ACTIVITY: READING COMPREHENSION

For stronger classes, you may want to ask the following questions to check students' understanding of the descriptions in Exercise 1.

- 1 Why do surgeons who grew up playing video games make fewer mistakes?
- 2 What should you do before you throw away an old computer?
- 3 Why can the human body also block Wi-Fi signals?

ANSWERS

- 1 Because gaming uses the same hand-eye coordination as surgery.
- 2 You should check that everything has been deleted from your hard disc.
- 3 Because the human body is 60% water and water blocks Wi-Fi signals.

BACKGROUND INFORMATION

It has been 50 years since the first e-mail was sent by the man credited with inventing it, American engineer **Ray Tomlinson** (1941-2016). The @ symbol, which is now used worldwide, was probably Tomlinson's most enduring contribution to the Internet. Thanks to the @ symbol, indicating a destination and sending a message became as simple as addressing it: `username@nameofcomputer`, which is essentially how e-mail has been addressed ever since.

- 3 Tell students to choose the correct continuation, paying attention to the words in colour.

ANSWERS

- 1 a 2 b 3 a 4 a 5 b



LOOKING AT LANGUAGE

- 1 Tell students that word the *tablet* has got two meanings and one of them refers to an electronic device. Ask students what the other meaning refers to and tell them to choose one of the options.

ANSWER

- 1 medicine

- 2 Read the information and ask students what other "e" words they know.

POSSIBLE ANSWERS

- e-commerce
- e-learning
- e-reader
- eSports
- e-transfer

4 Tell students to choose the correct answer, paying attention to the words in bold.

ANSWERS

- | | |
|------------------|-----------------|
| 1 another | 4 the latest |
| 2 Everybody | 5 enjoyed using |
| 3 a large memory | 6 embarrassing |

5 Tell students to complete the sentences with the words provided. Ask students which of the sentences they agree with. Check students' understanding of the false friend *actually* (sentence 5).

ANSWERS

- | | |
|---------------|--------------|
| 1 Gaming | 4 devices |
| 2 deny access | 5 capable of |
| 3 wireless | |

Accept all logical and grammatically correct answers.

6 Ask students what other words they know that are connected to technology.

POSSIBLE ANSWERS

artificial intelligence, automation, communications, computer science, engineering, robotics, smartphone

OPTIONAL ACTIVITY: VOCABULARY

For further practice, you can ask students the following questions for class discussion.

- 1 What is the latest video that has **gone viral**?
- 2 What is the most useful **device** that you have? Why is it so useful?
- 3 What is the latest app that you have **installed**? What do you use it for?

[] Workbook: page 14

LISTENING A Podcast

In this section, students will listen to a podcast about an unusual place.

7 As a lead-in to this listening activity, ask students if they have ever spent a day or more without their phone. Also ask them how they feel when they can't use their phone.

POSSIBLE ANSWER

I spent a couple of days without my phone because I broke the screen. It was strange because I felt isolated and unhappy. I was worried that I was missing important messages.

8 Tell students that they are going to hear a podcast about an unusual place. Then, tell students to listen to the first part of the podcast (Class CD 1, Track 14) and find out which of the items listed are mentioned.

ANSWERS

Sentences 1, 2 and 4.

9 Tell students to listen to the second part of the podcast (Class CD 1, Track 15) and complete the sentences with 1-2 words.

ANSWERS

- | | |
|-----------------|---------------------|
| 1 largest | 4 radio signals |
| 2 seven million | 5 working correctly |
| 3 very few | 6 illegal |

See Listening Script on page T181.

OPTIONAL ACTIVITY: COMPREHENSION

For stronger classes, you may want to ask students if they remember the answers to the following questions about the second part of the podcast. Play the second part of the podcast again (Class CD 1, Track 15) and tell students to check their answers.

- 1 What is the diameter of the telescope?
- 2 How many tourists visit the area every year? What are they recommended to do?

ANSWERS

- 1 It is around 100 metres in diameter.
- 2 25,000
They are advised to leave their devices at home to avoid causing problems.

SPEAKING Speculating

In this section, students will practise speaking about their dependence on the Internet.

10 Ask students what they would miss the most if they weren't connected to the Internet for a week. Tell students to work in pairs and discuss this question with their partner.

You may want to read through the speech bubbles and the expressions in *Useful Language* with the class and check students' understanding of these expressions. Encourage students to use the expressions provided in *Useful Language*.